

# CHALLENGING COLLEGE ALCOHOL ABUSE (CCAA) Program Development Assessment

## *Building Your Capacity for a Successful CCAA Program*

This on-line tool will help you determine your readiness for conducting a successful CCAA program to reduce alcohol abuse. Given the limited resources for substance abuse prevention, you must present a program that is compelling to administrators and to other groups concerned with underage and heavy drinking. The program must be built on scientifically founded best practices – as with CCAA – and a logical extension of your school's current alcohol abuse prevention plan. This assessment was developed to help you identify readiness for implementing CCAA in your setting.

### ■ PROGRAM READINESS

There are three stages of CCAA readiness:

1. Stage one readiness begins with becoming acquainted with the ideas and activities that are the core components of the CCAA model
2. Stage two assesses your fiscal and skill resources
3. Stage three determines your school's progress in obtaining the administrative commitments necessary to begin actual program activities

The Readiness self-assessment will focus you on identifying your strengths and areas requiring more work. It should take less than 30 minutes. The Tool covers basic questions like these:

- Am I familiar with the principal materials necessary to develop a CCAA program?
- What do we need to know about alcohol abuse on our campus before beginning a program?
- What are our funding needs
- What are our organizational strengths for developing and supporting a CCAA program?
- What tasks have we completed and which ones are yet to be addressed before starting CCAA activities

### ■ SELF-ASSESSMENT REPORT

The Montana Social Norms Project (MSNP) in Collaboration with Koreen Johannessen, former director of Health Promotion and Preventive Services at the Campus Health Service – University of Arizona and co-developer of CCAA, designed the readiness

report as a no-cost, self-assessment. The Readiness Tool offers a handy yet comprehensive “checklist” matched to chapters in its Challenging College Alcohol Abuse: An introduction to Planning and Program Development. By reading the Introduction and completing the Readiness Tool, you will have a solid foundation for deciding how CCAA can be matched to the needs and resources of your college.

#### ■ INDIVIDUALIZED REPORT

The MSNP supports the Center for Substance Abuse Prevention’s Model Program’s effort by making your readiness survey responses easily available to you. You can print the Readiness Tool with your answers. The above Introduction and your readiness responses will help you design an application of the CCAA model that is faithful to the original concepts and suits your setting.

The Social Norms Project also supports those involved in a grant writing process to establish a CCAA program. If you believe that the CCAA model program is right for your setting and want assistance with grant writing, MSNP can provide an individualized, candid appraisal of the strengths and weaknesses revealed in Readiness Tool results. The report cost (\$350) includes specific preparatory steps that should be taken to assure program success. It recommends concrete solutions to the initial circumstances specific to your campaign and setting and describes your organization’s assets – information that will reassure a potential grant funder of your capabilities for putting funding to good use.

## Part I. Becoming Acquainted with Alcohol Abuse Prevention Basics

### ➤ CCAA Pointer #1: Understanding the Strategy

The Challenging College Alcohol Abuse program has specific components and an operational strategy derived from research on substance abuse prevention for organizations and communities. It has known outcomes. However, following the program guidelines requires that you know the basic research conclusions, the vocabulary, and the logic underlying the program goals and objectives. The first readiness questions ask about your familiarity with some of the key documents in alcohol abuse prevention programming.

- 1) How familiar are you with the Substance Abuse and Mental Health Services Administration publication “Achieving Outcomes: A Practitioner’s Guide to Effective Prevention”? (Except where indicated, SURVEY responses are ordered from least to most ready for successful program implementation.)
  - a) Not familiar (Least ready)
  - b) A little
  - c) Some
  - d) Quite a bit
  - e) Extremely familiar (Most ready)
  
- 2) How familiar are you with information on the Center for Substance Abuse Prevention’s Model Programs website?
  - a) Not familiar
  - b) A little
  - c) Some
  - d) Quite a bit
  - e) Extremely familiar
  
- 3) How familiar are you with information in the Challenging College Alcohol Abuse “Program Detail” and “Fact Sheet” on the Substance Abuse Prevention’s Model Programs website?
  - a) Not familiar
  - b) A little
  - c) Some
  - d) Quite a bit
  - e) Extremely familiar

- 4) How familiar are you with the MSNP publication “Challenging College Alcohol Abuse: An Introduction to Planning and Program Development”?
- a) Not familiar
  - b) A little
  - c) Some
  - d) Quite a bit
  - e) Extremely familiar
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## ➤ CCAA Pointer #2: Assessing the actual and perceived norms related to alcohol use and academic success on campus

Implementing the CCAA model requires valid data about prevalence, and frequency of alcohol consumption and perceived norms among the population you will serve. This includes: assessment of how many drink, how often, over what time period, gender and weight so that a blood alcohol can be estimated, protective behaviors that subjects engage in, and whether consumption resulted in consequences that caused physical, emotional, or academic harm. In addition, attitudes toward alcohol use and academic engagement should be assessed.

- 1) How serious do you believe the problems of underage drinking and adult heavy drinking are among the students on your campus?
  - a) Not sure
  - b) A little serious
  - c) Somewhat
  - d) Quite a bit
  - e) Extremely serious
  
- 2) In the past 2-3 years, how comprehensively have students campus-wide been surveyed on their use of alcohol?
  - a) No recent survey data
  - b) Survey with 1-4 questions completed by less than 20% of all students
  - c) Survey with 5+ question completed by less than 20% of all students
  - d) Survey with 1-4 questions completed by more than 20% or more of all students
  - e) Survey with 5+ questions completed by more than 20% or more of all students
  
- 3) Did the recent survey contain questions about student perceptions of *other* students' use of alcohol, e.g. "What percentage of students on campus have 4 or more drinks when they attend a party?"
  - a) No survey completed
  - b) This type of question not included in a survey
  - c) Questions on perception of others' use were included in a survey on alcohol use

- 4) Did the recent survey contain questions about how students obtained the alcohol they drank (if any), e.g., “If you drink alcohol, which is the most likely place you will obtain it: Purchase at retail outlet, From a friend, etc.?”
    - a) No survey completed
    - b) This type of question not included
    - c) Questions on alcohol access were included
  
  - 5) Did the recent survey contain questions about students themselves, e.g. age, gender, and ethnicity?
    - a) No survey completed
    - b) This type of question not included in a survey
    - c) Questions on student characteristics were included in a survey on alcohol use
  
  - 6) Do you have information from recent surveys showing *trends* in alcohol use, .e.g., more first-year students are drinking, or the number of students with patterns of heavy drinking is rising, year-to-year?
    - a) No recent survey data
    - b) Survey on alcohol completed, but no data available on year-to-year trends
    - c) Survey on alcohol use completed and data available on year-to-year trends
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### ➤ CCAA Pointer #3: Understanding Factors Affecting Alcohol Use

**CCAA is an environmental strategy. It changes alcohol consumption through modifications of the social environment within your setting and in the nearby community. The environmental strategy corrects misperceptions about norms, changes policies in order to limit access and availability, and modifies enforcement practices that both limit access and correct misperceptions. Knowledge of the college-community environment – its norms (standard patterns of drinking behavior), policies, practices, and programs affecting alcohol availability and use – prepares those implementing the program with setting objectives and goals. At first, some of these factors may be unknown and must be inventoried.**

- 1) How well informed do you believe you and the prospective CCAA team are about the norms affecting alcohol use, about policies on campus, how these policies are enforced, programs about alcohol, and about community factors affecting use?
  - a) Not sure
  - b) A little informed
  - c) Somewhat informed
  - d) Quite a bit informed
  - e) Extremely well informed
  
- 2) How informed are you and your prospective CCAA team of discrepancies between what students *believe* are the attitudes and behavior toward alcohol consumption among their peers and the *facts students report* about their own behavior?
  - a) Not sure
  - b) A little informed
  - c) Somewhat informed
  - d) Quite a bit informed
  - e) Extremely well informed
  
- 3) Have you reviewed the current, written campus policies about student alcohol use?
  - a) No
  - b) I have some but not all
  - c) I have reviewed *all* of them

- 4) Have you interviewed administrators and others responsible for student behavior about how these policies are being enforced?
    - a) No
    - b) I have interviewed some key stakeholders about some policies
    - c) I have interviewed key stakeholder about most policies
  
  - 5) Have you conducted a complete inventory of on-campus programs or classes that involve alcohol use education or treatment?
    - a) No
    - b) I have some of them
    - c) I have all of them
  
  - 6) How well informed is your team about alcohol industry influences (incentives) and local advertising directed at your population?
    - a) Not sure
    - b) A little informed
    - c) Somewhat informed
    - d) Quite a bit informed
    - e) Extremely well informed
  
  - 7) How well informed is your team about student access to alcohol off campus?
    - a) Not sure
    - b) A little informed
    - c) Somewhat informed
    - d) Quite a bit informed
    - e) Extremely well informed
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## Part II. Building CCAA Program Capacity Building

### ➤ CCAA Pointer #4: Capacity of the “Host Organization”

The “host organization” is the setting with the program target group. “Capacity” is the overall capability of the host organization to initiate and successfully support the core CCAA program components. Necessary resources increase with the number of host organizations, their type, and audience size. Too few resources can result in, for example, a “low-impact”, misperception-correcting media campaign with no influence on hoped-for outcomes. For every setting, there is a correct balance of budget other resources and the interventions necessary for an effective CCAA program.

**First are questions about important funding and budget topics for understanding organizational capacity—**

- 1) Select the primary host organization type (Responses to these questions are not ordered for readiness)
  - a) Community college
  - b) Private college or university
  - c) Public college or university
  - d) Middle school or high school
  - e) Target population within a larger population (for example social sororities)
  
- 2) How many host organizations you are considering?
  - a) One
  - b) Two
  - c) Three
  - d) Four
  - e) Five
  - f) Six or more

- 3) What is the total number of persons that would be the primary audience for your CCAA program?
  - a) Up to 100
  - b) 100 up to 500
  - c) 500 up to 1000
  - d) 1000 up to 1500
  - e) 1500 up to 2000
  - f) 2000 or more
  
- 4) Dividing your anticipated annual CCAA program cash budget (do not include “indirect” or contributed budget items) by the number of persons in the target group the resulting figure per student per year is:
  - a) Up to .49¢ per student per year
  - b) .50¢ – .99¢
  - c) \$1.00 – \$1.49
  - d) \$1.50 – \$1.99
  - e) \$2.00 – \$2.49
  - f) \$2.50 – or more per student per year

**Next, are important organization and leadership topics for understanding organizational capacity—**

- 5) How aware are administrators and other key stakeholders in your setting about the CCAA program?
  - a) Not sure
  - b) A little aware
  - c) Somewhat aware
  - d) Quite a bit aware
  - e) Extremely well aware
  
- 6) At this time, how well informed are those who would be responsible for a CCAA program about its primary components and how the strategy works?
  - a) Not sure
  - b) A little informed
  - c) Somewhat informed
  - d) Quite a bit informed
  - e) Extremely well informed

- 7) At this time, what level of your school's existing resources (committed to alcohol abuse prevention or to other programs) would administration be ready to *reallocate* to the CCAA program?
- a) Not sure
  - b) A little (enough to contribute to printing, space, or one other program operational need)
  - c) Some
  - d) Quite a bit
  - e) Substantial (enough to support staffing)
- 8) At this time, how committed do you believe top administrators and other important persons (e.g., coaches, classroom teachers, health center director, etc.) are to contribute to planning and implementing a new alcohol abuse prevention program?
- a) Not sure
  - b) A little committed
  - c) Somewhat committed
  - d) Quite a bit committed
  - e) Extremely committed
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## ➤ **CCAA Pointer #5: Understanding Funding**

**CCAA has two major components. Each requires its own fiscal support – a budget for social norms campaigning and staff time for necessary policy and enforcement changes.**

**A social norms campaign is usually a new project in many organizations. Its success hinges on having its own resources sufficient to achieve target outcomes. Like most efforts that change people and organizations, “one-shot” projects often produce few tangible results. Both program “breadth” (a variety of campaign materials and activities) and duration are indispensable. Social norms campaigns achieve momentum in their second year and begin showing their results.**

**Advocating in the host organization for changes in policies, practices, and programs requires staff time that will be reallocated from other responsibilities or met through hiring.**

**A funding plan is essential for both components, even though it may be tentative. Reviewing funding now and through the first campaign year forms a realistic foundation for the proposed CCAA program.**

**These are important social norms campaign funding issues—**

- 1) The “funding” organization is: (These responses are not ordered by readiness)
  - a) The same as the host organization – the one that contains the primary audience. It will pay for its own campaign
  - b) The funder is a separate campaign sponsoring organization – the one that will have primary planning and implementation responsibilities. The sponsor will be the primary funder through its own resources, e.g., a foundation
  - c) Funding will come primarily from another organization, e.g., grant
  - d) No specific funding source yet determined
  
- 2) The probable duration of campaign funding?
  - a) Less than 12 months
  - b) 12 months up to 13
  - c) 13 months up to 18
  - d) 18 months up to 24
  - e) 24 months up to 30
  - f) 30 months up to 36 or more
  - g) No specific funding during yet determined

- 2) The probable amount of social norms campaign funding?
- a) Up to \$5,000
  - b) \$5,000 up to \$10,000
  - c) \$10,000 up to \$20,000
  - d) \$20,000 up to \$25,000
  - e) \$25,000 up to \$30,000
  - f) \$30,000 up to \$35,000
  - g) \$35,000 up to \$40,000
  - h) \$40,000 up to \$45,000
  - i) \$45,000 up to \$50,000
  - j) Over \$50,000
  - k) No specific amount yet determined

**These are important issues on staff support for advocacy with host institution policy, practices, and programs—**

- 3) Considering total full-time equivalents (working full-time = 1.0, half-time = .50, quarter-time = .25, 10 percent time = .10) how many persons would probably be involved in policy advocacy?
- a) Up to .5 full time equivalents
  - b) .5 up to 1.0
  - c) 1.0 up to 1.5
  - d) 1.5 up to 2.0
  - e) 2.0 up to 2.5
  - f) 2.5 up to 3.0
  - g) 3.0 or more full time equivalents
  - h) Not sure about time commitments yet
- 4) What percentage of the probable full time equivalent persons for policy advocacy will be volunteers or “in-kind” commitments with primary responsibilities elsewhere in the host organization?
- a) All staff will be funded by the CCAA program
  - b) Up to 20% will be volunteer time
  - c) 20% up to 40%
  - d) 40% up to 60%
  - e) 60% up to 80%
  - f) 80% up to 100% will have primary responsibilities elsewhere than policy advocacy

## Part III. Essential Steps in Program Development

### ➤ CCAA Pointer #6: Creating a Program Development Schedule

Especially during the planning phase and in its first operational year, the CCAA program will be a “guest” in the host institution. Fitting in with all the other activities taking place on campus requires creating a schedule with the host. A schedule specifies all the essential tasks laid out one after the other in sequence. Soon, dates are added. MSNP finds the campaign schedule is one of the best methods for explaining the environmental approach to host stakeholders.

**These decisions lay the foundation for effective social norms campaign marketing. Where is your setting?—**

- 1) Deciding on the host organization – the organization that contains the primary audience:
  - a) Definitely not decided
  - b) Partly decided
  - c) Definitely have decided
  
- 2) Deciding on the primary social norms media campaign audience:
  - a) Definitely not decided
  - b) Partly decided
  - c) Definitely have decided
  
- 3) Deciding on who will do the funding:
  - a) Definitely not decided
  - b) Partly decided
  - c) Definitely have decided

- 4) Deciding on the amount of funding:
  - a) Definitely not decided
  - b) Partly decided
  - c) Definitely have decided
  
- 5) Deciding on the issues to be addressed by the campaign:
  - a) Definitely not decided
  - b) Partly decided
  - c) Definitely have decided
  
- 6) Deciding on whether and how the audience will be surveyed initially and post-campaign:
  - a) Definitely not decided
  - b) Partly decided
  - c) Definitely have decided
  
- 7) Deciding on the campaign duration:
  - a) Definitely not decided
  - b) Partly decided
  - c) Definitely have decided
  
- 8) Deciding on the best approach to orienting and engaging people about social norms campaigning in the host organization:
  - a) Definitely not decided
  - b) Partly decided
  - c) Definitely have decided

**What is your progress with these planning for policy and enforcement issues?—**

- 1) I expect policy planning (beginning the process of making firm decisions) could begin:
  - a) Not sure at this time
  - b) In about 1 year
  - c) In about 6 months
  - d) In less than 6 months
  - e) We are in the process of making firm decisions right now
  
- 2) I expect policy advocacy could begin:
  - a) Not sure at this time
  - b) In about 1 year
  - c) In about 6 months
  - d) In less than 6 months
  - e) We are in the process of making firm decisions now

## ➤ CCAA Pointer #7: CCAA Program Skills

**The CCAA model's environmental strategy requires knowledge of both social marketing skills and administrative negotiation skills – special knowledge and skills not ordinarily found among professionals familiar with classroom health education, alcohol policy enforcement, or with alcohol abuse treatment. Formal preparation for CCAA program activities is essential, and at most schools accumulating this type of knowledge and expertise can come with a combination of training and experience. This section of the readiness assessment asks you to reflect on roles and abilities in a proposed program**

- 1) Which of the following comes closest to your probable role in the social norms marketing media campaign or the policy, enforcement, and community action activities necessary for CCAA
  - a) I'm not sure what my role would be, but I'm interested in what an environmental campaign might do for the host organization's audience
  - b) I wouldn't be directly involved, but I would help where I could
  - c) I would help implement the media campaign, but other persons would have the primary responsibility
  - d) I would have a primary responsibility for planning the media campaign, but not implementing it
  - e) I would have primary responsibilities for planning and implementing the media campaign
  - f) I would assist in policy, enforcement or community action but could not be responsible for it
  - g) I would be in the role as a funder
  
- 2) Which of the following best describes your level of experience with the social norms marketing media campaigning?
  - a) I'm a newcomer to social norms, I've just heard people talk about it and I'm curious and want to learn more
  - b) Heard about social norms from a person in an organization who is doing a campaign
  - c) Attended a workshop that presented social norms ideas
  - d) I've read a book, have reviewed journal articles, and have studied websites on social norms campaigning, but I haven't attended any formal training
  - e) I have taken formal workshop training in social norms campaigning
  - f) Worked on a social norms campaign
  - g) I was responsible for planning, funding, and operating a social norms campaign

- 3) I would say that I have a fairly good understanding of social norms theory:
- a) True
  - b) More true than false
  - a) More false than true
  - b) False
- 4) Compared with other people in your organization, how much experience have you had with planning and developing programs or new initiatives that will involve the cooperation of people across your entire organization?
- a) I haven't had any
  - b) I've had a little
  - c) I've had some
  - d) I've had quite a bit
  - e) This is what I do in my position
- 5) Compared with other people in your organization, how much experience have you had with explaining new ideas to people who are most familiar with "traditional" solutions to problems?
- a) I haven't had any
  - b) I've had a little
  - c) I've had some
  - d) I've had quite a bit
  - e) This is what I do in my position
- 6) What is the best description of your position in the administrative structure of your organization?
- a) I'm a "front-line employee", a teacher or direct service provider who is supervised by others
  - b) I'm supervised, but I have responsibility for a program that serves "front-line employees"
  - c) I oversee the work of others and do a job similar to theirs'
  - d) I'm in an administrative position, for an important part of the organization
  - e) I'm in an upper-level administrative position
  - f) I am one of the 2 top administrators of the organization
  - g) I am a member of a board or advisory group for the organization
- 7) How long have you been with your organization?
- a) Up to 1 year
  - b) 1 year up to 3 years
  - c) 3 years up to 5 years
  - d) 5 years up to 7 years
  - e) 7 years up to 9 years
  - f) 9 years up to 11 years
  - g) 11 years or more

## ➤ CCAA Pointer #8: Marketing Experience

**Social norms marketing media campaigns are a central component in CCAA programming. Marketing skills are an essential asset in planning and operating these campaigns. This section of the readiness tool helps you inventory your skills and those of others who may be involved in developing and implementing the social norms marketing media activities at your school.**

Please rate the marketing abilities and experience of yourself and those most likely to be involved in this aspect of planning and implementing a social norms campaign.

Marketing Skills and Experience		Myself				Others Involved			
		None	Some	Quite a bit	A lot	None	Some	Quite a bit	A lot
1.	Message development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	Creating media and materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	Graphic design	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	Creating a marketing plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	Using nontraditional media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.	Market research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.	Buying media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.	Knowledge of local media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.	Focus groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.	Pre-testing materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.	Key informant interviews	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## ➤ **CCAA Pointer #9: Knowledge of the Target Audience**

**Environmental strategies (social norms campaigns, policy advocacy, and community interventions) require knowledge of the intended CCAA audience and of key stakeholders. Some information will already be available while other information must be obtained through various methods.**

**For social campaigning, additional information is collected through focus groups, key informant interviews, and audience surveys. It is essential that planners know, for example, how social norms campaign materials are perceived by the target population. It is possible to commit precious resources to materials that make no sense to students, mean something different from what planners intended, or are out of context because of recent events on campus.**

**For school policy advocacy and community intervention, CCAA planners must understand the motivations and limitations of their key stakeholders. This knowledge will inform planners so they can ask for changes that are possible and acceptable to administrative and community partners.**

**MSNP recommends building a knowledge base from available and new information sources in these areas—**

- 1) What is the age range of the majority (60%) of persons in your primary target audience? (Answer options in this section are not ordered by readiness.)
  - a) 18 years up to 25 years
  - b) 25 years up to 35 years
  - c) 35 years or older
  - d) A mixture of all above ages
  - e) Not yet decided or don't know
  
- 2) What is the percentage of females and males in your primary target audience?
  - a) All females
  - b) Many more females than males
  - c) More females than males
  - d) 50-50 females and males
  - e) More males than females
  - f) Many more males than females
  - g) All males
  - h) Not yet decided or don't know

- 3) What is the percentage of each of the ethnicities below in your intended audience?
- a) Black (African American)
  - b) Mexican American (Latino)
  - c) Cuban American
  - d) Puerto Rican
  - e) Other Latin American
  - f) Asian American
  - g) White (Anglo, Caucasian)
  - h) American Indian
  - i) Other
- 4) By which methods (media) would audience members prefer to receive new educational information on the probable campaign issues?
- a) Brochures
  - b) Newspaper ads
  - c) TV ads
  - d) Person-to-person communication
  - e) Posters
  - f) Other
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## ➤ CCAA Pointer #10: Co-Existing Alcohol Abuse Prevention

Two factors affecting the development and success of the CCAA program are the types and intensity of previous and co-occurring interventions with the probable audience issues. For example, a social norms campaign achieves its impact by creating awareness of the more moderate attitudes and behaviors among the majority toward alcohol use, correcting misperceptions, and engaging opinion leaders in the audience to spread these messages. Should the host organization have a long history of interventions pressing on the unfortunate consequences of certain risk behaviors, or if it has an on-going intervention with the same message format, the social norms campaign effect may be neutralized. Sometimes host organizations have “hammered” so long on the negative behavior of a few, that the message has become invisible, requiring a fresh look at whether your a CCAA social norms campaign has counter-message competitors.

**MSNP recommends stepping back from all that has been done with the intended audience and all that is currently active and considering the following questions on intervention history—**

- 1) Which option best describes planned interventions within the past three years for the issue you may address with your campaign audience? (“Planned Interventions” means a systematic effort to address the issues that received a commitment of resources and extended over the course of at least several months.)
  - a) There have been no formal, planned intervention
  - b) There was a planned intervention, but it was too brief
  - c) There was a planned intervention that continued, but there was insufficient funding
  - d) There was a planned intervention that continued and had sufficient funding
  
- 2) What was the impact of previous formal interventions on the issue that may be addressed by the social norms campaign?
  - a) No formal planned intervention
  - b) We don’t know what the impact was
  - c) There was no impact
  - d) There was a little impact
  - e) There was some impact
  - f) There was quite a bit of impact
  - g) There was a lot of impact

- 3) After taking an “intervention inventory” for the past 3 years for the audience on the probable campaign issues, which best describes the core messages?
- a) Statements promoting positive behavior
  - b) Not sure
  - c) Statements discouraging negative behavior
- 4) After taking an “intervention inventory” of all current attention to probable campaign issues for the audience, which best describes the core messages? (Consider media interventions currently active in the community.)
- a) Statements promoting positive behavior
  - b) Not sure
  - c) Statements discouraging negative behavior



## ➤ CCAA Pointer #11: Selecting CCAA Program Outcomes

**Outcome selection is among the most complicated readiness issues to resolve. In some ways, it is the most important. A clear understanding of desired changes in alcohol use will make a great contribution to program planning, guiding the planning team in its choice of social norms campaigning, school policies to address, and community actions to sponsor. Administrative, student, and community support will be sustained if all understand and agree upon the CCAA program outcomes. This last section of the readiness assessment asks about progress in deciding on ultimate outcomes.**

- 1) Below, are examples of issues addressed in previous CCAA programs. Check up to three of these to show the probable target outcomes for your proposed initiative.
  - a) Reducing drinking among underage students
  - b) Delaying the age at which students who have not used alcohol begin experimenting with drinking
  - c) Reducing drinking among certain populations of underage students, e.g., athletes
  - d) Reducing the amount of alcohol consumed by persons 21 and older
  - e) Reducing the number of reported incidents of alcohol related problems on campus
  - f) Reducing the frequency and severity of consequences among the heaviest drinking students
  - g) Increasing the use of protective behaviors among students when they drink
  - h) Decreasing the number of alcohol outlets in the immediate vicinity of your school
  - i) Decreasing the number of neighborhood/police alcohol related calls during school celebration events
  
- 2) We have both the resources and the commitment from the host organization administrators to conduct baseline and follow-up surveys to assess outcomes.
  - a) True
  - b) More true than false
  - c) More false than true
  - d) False
  - e) Not sure at this time

- 3) To what extent have the host organization administration and other significant stakeholders, e.g., students, considered what outcomes they would expect from a campaign on the issue of concern in the target audience?
- a) I'm not sure
  - b) This discussion has not taken place
  - c) This has been discussed, but not completely
  - d) Most administrators and stakeholders have discussed this, but not all understand the expected outcomes
  - e) This has been discussed and most administrators and stakeholders have a solid understanding of what to expect for campaign outcomes
- 4) Thinking about the campaign's host organization – taken as a whole -- in your opinion are they open to change, innovative, and willing to reconsider new solutions to reoccurring problems, or more traditional and prefer to stay with what is familiar?
- a) Not sure
  - b) Overall, they are traditional and have to be sure that a new idea will work before they make a commitment
  - c) They are pretty traditional, but once they see benefits, will go along with change
  - d) They are pretty traditional, but once they see benefits, will become active supporters
  - e) Most people ask themselves, "Is there a better way to do things?" and are willing to consider new options for old problems
  - f) Most people ask themselves, "Is there a better way to do things?" and are definitely self-starters at making change.